



OnTrack Greenville and Communities in Schools: *Keeping Under-Resourced Youth on Track for High School Graduation and Post-Secondary Success*

Proposal to the FY2019
FULL-SERVICE COMMUNITY SCHOOLS PROGRAM
Funding Opportunity Number: ED-GRANTS-022719-001

OnTrack Greenville is a Special Initiative of
United Way of Greenville County



Other Project Partners



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I. REQUEST SUMMARY & ALIGNMENT WITH FUNDING OPPORTUNITY

The United Way of Greenville County (UWGC) requests \$2,500,000 million (\$500,000 per year over a five-year grant period, July 2019-June 2024) to support the work of Communities In Schools of Greenville County as part of its groundbreaking OnTrack Greenville Middle Grades Success Initiative.

OnTrack Greenville is a multi-stakeholder collaboration between the Greenville County Schools, UWGC, Communities In Schools, Prisma Health (formerly Greenville Health System/Greenville Health Authority), and BellXcel (formerly BELL or Building Educated Leaders for Life) to establish a community-based Full-Service Community School model in four high-poverty middle schools as a strategy for improving long-term academic and social-emotional outcomes for high-risk students. The program's goal is to keep vulnerable youth "on track" for high school graduation and post-secondary success by providing a range of evidence-based interventions in response to notifications received through an Early Response and Warning System focused on attendance, behavior referrals, and course performance (the ABCs).

This project responds to the Absolute Priority as well as Competitive Preference Priorities 2, 3, and 4 for this grant opportunity:

Absolute Priority: OnTrack Greenville is being implemented in four school sites in partnership with Greenville County Schools (LEA for Greenville County), and aligns with the full-service community schools model as defined in the NIA, by providing a spectrum of comprehensive services and interventions to high-need populations with leadership from Communities In Schools, a national leader in the Community Schools movement.

Competitive Preference Priority 2 (Broadly Representative Consortia): OnTrack Greenville is a formal collaboration between United Way of Greenville County

(grantmaker/collective impact backbone agency), Greenville County Schools (LEA), Communities In Schools (local affiliate of national non-profit service provider), Prisma Health (private non-profit regional healthcare system), and BellXcel (local affiliate of national non-profit service provider), with evaluation support from The Riley Institute (an educational research and policy center based at Furman University in Greenville, SC) and Results Craft LLC (an evaluation consulting firm based in Winston-Salem, NC). Public Education Partners, a Local Education Fund serving Greenville County, was initially involved in the program as a full implementation partner, but is now engaged in a consulting capacity rather than providing direct services. The project has received matching funding from all of the major private funding sources in Greenville County, including large private foundations and the Greenville Partnership for Philanthropy, a consortium of local funders that pool resources to support high impact programs and projects.

Competitive Preference Priority 3 (History of Effectiveness): The OnTrack Greenville consortium has been working together to plan, implement, evaluate, refine, and scale the program since May 2015. The program intervention model was launched with the 2015-16 academic year. An initial report to the community (provided in the Appendices) was released in May 2018, reflecting preliminary positive outcomes from the 2016-17 academic year. Additional detail on the history of effectiveness of OnTrack can be found in Section III of this proposal.

Competitive Preference Priority 4 (Evidence-Based Activities, Strategies, or Interventions):

OnTrack Greenville is modeled after the evidenced-based Diplomas Now¹ initiative that meets WWC Group Design Standards without Reservations under review standards 3.0

¹ Corrin, W., Sepanik, S., Rosen, R., & Shane, A. (2016). Addressing early warning indicators interim impact findings from the Investing in Innovation (i3) evaluation of Diplomas Now. New York, NY: MDRC. Available at <https://eric.ed.gov/?id=ED566904>

(<https://ies.ed.gov/ncee/wwc/Study/85478>). OnTrack Greenville is undergoing a rigorous, multi-tiered evaluation process by third-party evaluators to measure overall impact outcomes and process development and implementation. The specific intervention, Communities In Schools, for which the grant will support, met a preliminary level of evidence requirement to be funded by the Social Innovation Fund. After three years of a five-year evaluation, Interim Findings have confirmed a preliminary level of evidence as reported by Parise, L., Corrin, W., Granito, K., Haider, Z., Somers, M.-A. (2017)².

Further, Communities In Schools is a nationally recognized leader in evidence-based integrated student support services (ISS). A Randomized Control Trial Study of Case Managed Students by ICF International, found that students receiving case managed support through CIS during critical transition years (9th to 10th grade and 6th to 7th grade) had more favorable outcomes than non-case managed students.

The attached Evidence Form provides additional detail in support of a “Moderate” level of evidence in response to this Competitive Preference Priority.

II. PROJECT DESIGN

a. Overview—About UWGC and OnTrack Greenville

OnTrack Greenville (OnTrack Greenville) was launched in 2015 with a \$3 million federal grant from the Social Innovation Fund of the Corporation for National and Community Service. United Way of Greenville County (UWGC), an existing grantmaking institution that has funded community partners since 1922 and has held a competitive grant process for over 40 years, assumed a leadership role on the project as the backbone agency for a collective impact

² Parise, L., Corrin, W., Granito, K., Haider, Z., Somers, M.-A., & Cerna, O. (2017, April 21). Two Years of Case Management [Text]. Retrieved June 13, 2017, from <http://www.mdrc.org/publication/two-years-case-management>

model that would align the work of several implementation partners providing specific services within the target community schools as well as an evaluation partners charged with leading a) implementation evaluation; b) impact evaluation; and c) developmental process evaluation.

OnTrack Greenville is currently in its fourth year of a five year implementation pilot, and has evolved into a dynamic collaborative strategy that is not only realizing positive outcomes within the four participating schools, but has also helped the school district and partners identify intervention and supports that can be replicated either wholly or partially at other school sites to improve student success. The OnTrack Greenville ecosystem include elements that align with evidence-based Community Schools models, including the involvement of Communities In Schools, recognized as a leader in the national Community Schools movement and a member of the Coalition for Community Schools.



b. Target Constituency and Need—About Greenville, South Carolina and the White Horse Community

Greenville County, located in the Upstate region of South Carolina, is home to nearly 507,000 people (U.S. Census Bureau, 2017). A medium-sized market, Greenville County is at the heart of one of the strongest manufacturing centers in the country. The region is home to world-class companies such as BMW Manufacturing Group, Michelin North America, Fluor Corporation, and Lockheed Martin. While the advanced manufacturing sector has helped stabilize the region's economy, not all residents have shared in this stability. County-wide, 12.4% of residents live below the poverty level, but poverty is more extensive in communities of color, with 23% of African-American residents and 31% of Hispanic residents living in poverty.

OnTrack Greenville is geographically-based and targets the White Horse Crescent, an area of concentrated disadvantage located along the western edge of the County. The White Horse Crescent, comprising 28 census tracts over more than 40 square miles, straddles White Horse Road (US-25), a major roadway that runs north-to-south. The neighborhoods in this area were established around the textile mills that thrived and provided stability throughout the early and mid-twentieth century. As the US textile industry began to implode in the 1980s, relocating mills overseas and closing US facilities, residents in these communities lost their livelihood and their heritage, contributing to declining community conditions that include gang violence, drug trade, high unemployment, and low educational attainment, all of which contribute to low levels of community cohesion and stability.

The White Horse Crescent currently is home to 77,648 people (American Community Survey, 2013-2017). The area is racially, ethnically, and linguistically diverse. Over half of residents (63.4%) are White and 28.8% are African-American. Among residents of all races,

19.9% of residents are Hispanic or Latino and 7.8% speak Spanish at home with limited English abilities. Educational attainment for adults in the Crescent is low — 27.1% of adults lack a high school diploma or its equivalent and 30.9% of adults are high school graduates with no additional education (American Community Survey, 2013-2017). Only 6.5% of adults possess an Associate's degree and 10.1% of adults possess only a Bachelor's degree. In 2017, the median household income was \$28,975, well below the county median household income of \$53,739. Throughout the Crescent, there are pockets of higher unemployment, with some rates exceeding 14% at the census tract level (American Community Survey, 2013-2017). In total, 25.7% of households live below the poverty level and 56.5% of people are at 200% of the federal poverty threshold (American Community Survey, 2013-2017).

Public schools in the White Horse Crescent are part of Greenville County Schools, a Local Education Agency (LEA). The largest district in the state of South Carolina and 44th largest district in the nation, Greenville County Schools consists of 101 schools and centers serving 76,951 students. OnTrack Greenville serves approximately 2,241 6th, 7th, and 8th grade students in four school sites (Berea, Lakeview, and Tanglewood Middle Schools and Greenville Early College), each year all of which are Title 1 schools. Seventy-five percent of the student population of OnTrack Greenville partner schools are students of color, including 33% African-American and 42% Hispanic students, including children of immigrants for whom English is a second language. The racial composition of all district middle school students is much different - more than half (53.3%) of students district-wide were Caucasian, 23.4% African-American, 15.4% Hispanic, and 7% other. Further, nearly all middle grades students (92.7%) in OnTrack Greenville schools qualify for free or reduced meals, compared to 50.8% district-wide.

Greenville County Schools identified the OnTrack Greenville schools (Berea, Lakeview and Tanglewood Middle Schools, and Greenville Early College) as likely sites for implementing strategies from the Full-Service Community Schools movement because they presented the highest numbers of students most at-risk of dropping out of high school, not only as a result of poverty but because they demonstrated key risk factors that research shows represent leading indicators for school failure. These include (a) attendance; (b) behavior; and (c) course performance (Bruce, Bridgeland, Fox & Balfanz 2011).³

Through a collective impact model, OnTrack has instituted a system for identifying students at-risk through red flags raised using our Early Response and Warning System (EWRS) in one of the three indicator areas, targeting root causes of their problems, and responding with a comprehensive suite of resources and interventions provided by three implementation partners in addition to the school district:

- 1) Communities In Schools (CIS): school-level interventions and individualized case management assistance from grade-level Student Support Specialists in line with the national, evidence-based CIS model
- 2) Prisma Health Bradshaw Institute for Community Child Health & Advocacy: onsite, School-Based Health Centers
- 3) BellXcel: summer learning and enrichment camps

In addition to serving as the implementation site for OnTrack Greenville, Greenville County Schools is also participating as an implementation partner, with its own intervention, the

³Bruce, M., Bridgeland, J. M., Fox, J. H., & Balfanz, R. (2011). *On track for success: The use of early warning indicator and intervention systems to build a grad nation*. Retrieved from Johns Hopkins University, School of Education, Everyone Graduates Center website: [http:// new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf](http://new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf)

Teen Leadership curriculum. The district has also expanded mental health services to partner schools, providing an onsite mental health counselor for each OnTrack site and a full-time Social Worker to provide additional support and services to students identified through the Early Warning and Response Team, which meets weekly to review EWRS flags.

Integrated Student Supports (a term used by Communities In Schools to describe the complex supports provided through its model) align interventions from education and community support experts upon recommendations from the EWRS Team; approximately 38.3% of the total student population in our partner schools has received at least one intervention through the program to date. In addition to the direct impact on the partner sites, the OnTrack model is having positive systems-level impacts across Greenville County Schools, including adoption of the EWRS district-wide, and expansion of key elements of the Community Schools model to the elementary schools that serve as feeders to the OnTrack middle schools.

c. The OnTrack Greenville Theory of Change: Goals, Objectives, Outcomes

OnTrack Greenville follows a straightforward theory of change as our primary goal for the project: MATCH THE RIGHT STUDENTS TO THE RIGHT INTERVENTIONS AT THE RIGHT TIME to create a pathway to success in school and life. Founded in Bronfenbrenner's Ecological Systems Theory⁴, this theory of change acknowledges the need for a holistic approach for addressing complex community challenges.

For OnTrack Greenville, Ecological Systems Theory translates into an insulated education pipeline in which the middle grades student is at the core and there are: 1) smooth transitions between elementary and middle school and middle school and high school; 2) an inner layer of insulation that includes the family and coordinated wrap-around student and family

⁴ Dede Paquette & John Ryan. (2001). *Bronfenbrenner's Ecological Systems Theory*. Retrieved at <https://web.archive.org/web/20070928164029/http://pt3.nl.edu/paquetteryanwebquest.pdf>.

response interventions that align with the education system; and 3) an outer layer of insulation that includes coordinated basic supports that facilitate overall family well-being, such as health care, transportation, and affordable housing. Factors #2 and #3 point to the value of the Community Schools model that OnTrack Greenville follows.

OnTrack Greenville identified three key objectives for the pilot phase of the program, which will end with the 2019-2020 school year (which would be Year 1 of a FSCS grant awarded through this competition):

- 25% increase in math and English/Language Arts proficiency
- 75% reduction in the level of chronic absenteeism
- 50% decrease in disciplinary referrals and out-of-school suspension

Based on outcomes from the initial phase of OnTrack Greenville, the project partners will refine these goals in advance of the subsequent implementation period (which would include Years 2-5 of this FSCS award).

We have also identified longer term outcomes of:

1. An increase in middle school students from the four target middle schools enrolling in high school better prepared for success, ultimately resulting in a reduction in dropouts at Berea and Carolina High Schools, for which the schools are feeders;
2. Replication of the Early Warning and Response System software, response procedures, and intervention model at all 23 middle schools in Greenville County, which will eventually impact the overall dropout rate in Greenville County;
3. Replication of successful interventions identified through rigorous evaluation in other middle schools in the state and nation.

The robust evaluation plan for OnTrack Greenville (detailed in Section VI below) also includes key objectives for each of the implementation partners. For example, Communities In Schools is monitoring:

- Number of student cases managed annually
- Total number of parents/guardians participating
- Total number of hours of each of its tiered support levels (as defined by the CIS model detailed in Section III)
- Strength of student relationships with adults at school
- Student engagement at school
- Student attitude toward school and learning
- Student educational self-perception

Target impacts for CIS include:

- 1) A minimum of 70% of case managed students will meet their individual goals
- 2) No more than 10% of students will show no progress/not meet their individual goals
- 3) 100% of sites will meet School Support Plan goals

Internal evaluation targets like these inform the larger, initiative-level goals.

III. PROJECT SERVICES AND IMPACTS

a. Identifying Needs

OnTrack Greenville is an innovative, evidence-based, dropout prevention and school transformation model. The services integrated as a result of OnTrack Greenville, including healthcare, case management, mentoring, mental health counseling, and out of school time, created full-service community schools. The real-time needs of students are identified through an innovative Early Warning and Response System. The Early Warning and Response System is

comprised of three instrumental components designed to quickly identify struggling students and get them back on track before they completely disengage:

1. Data System: GCSource is Greenville County Schools' data management system, built in-house and powered by Oracle Business Intelligence. Within GCSource, the Early Warning and Response System (EWRS) dashboard reports real-time data on student indicators - attendance, behavior, and course performance. OnTrack Facilitators access GCSource for identification of students who are off track in one or more of the three indicators.

2. Early Warning and Response Team: The data from GCSource, along with other preliminary gathered student information, is analyzed during a weekly Early Warning team meeting in an effort to determine the underlying root causes for students being off track. Coordinated by the school's OnTrack Facilitator, the team includes teachers, a social worker, grade level administrators, implementation partner representatives and other essential personnel, all offering diverse perspectives and expertise.

3. Evidence-Based Intervention: Based on the identified cause, evidence-based interventions and supports are recommended for the student. These are carried out by OnTrack Greenville implementation and community partners, or through the use of resources already available in the schools. Progress is monitored, and additional supports may be recommended in an effort to ensure students are continuously supported, their needs are addressed, and they get back on track.

b. Intervention Partners and Activities

The interventions and partners funded by OnTrack Greenville are evidence-based, meaning they are program models proven to improve attendance, behavior, or course performance. Interventions offered in alignment with existing and expanding resources support

students and their families holistically, creating an ecosystem of support that aligns directly with best practices from the community schools movement. The collective impact model leverages each partner's key strengths and resources to best serve a student's needs.

The partners and array of services provided follow the Full-Service Community Schools model and include:

Communities In Schools (CIS)

CIS will be the primary recipient of FSCS funding within the OnTrack Greenville model. CIS is the nation's largest organization dedicated to keeping kids in school and helping them succeed in life. CIS's mission is to help the most vulnerable students stay in school and to build stronger, healthier, and more economically stable communities where every person is capable of reaching his or her greatest potential.

CIS's evidence-based approach is adapted to meet each school's unique needs. CIS Greenville places three Student Support Specialists (SSS) in each of the OnTrack Greenville middle schools—one per grade level, with a total of 10 working in the initiative. Embedding three SSSs in each school, represented a new model evolution of the national model, which is one SSSs per school. Therefore, the National CIS office has been observing and monitoring the impact of CIS in OnTrack Greenville to consider the implications for the National model.

The SSSs align and deliver needed resources to provide the CIS Five Basics so that students can focus on learning. The CIS Five Basics include:

- 1) A one on one relationship with a caring adult;
- 2) A healthy start to a healthy future;
- 3) A marketable skill to use upon graduation;
- 4) A safe place to learn and grow; and

5) A chance to give back to peers and community.

The SSS works closely with school administrators, staff, and teachers in this effort. The CIS Model includes three tiers of support:

- Tier I Support: Fostering a positive school climate and addresses school-level risk factors.
- Tier II Support: Targeted services typically provided in a group setting to students.
- Tier III Support: Intensive, individualized services provided one-on-one to students with highly specific needs.

Through the tiered levels of support, SSSs serve as community resource experts and work to develop a system of coordinated student and family supports for off-track students. Once a student is referred to CIS, at least one family member per student is required to participate in assessing, enrolling, and ongoing monitoring. Recommended supports may include things such as tutoring, health care, transportation, and affordable housing. The role of CIS in OnTrack Greenville is vital as they work in tandem with the Early Warning and Response System as the connective tissue, caring adult, and case manager—the catalyst for a successful community school model. Early evidence suggests that three SSS in each school create a team approach that allows for greater school-wide Tier I services and more impactful case management of students in Tier III. Even more, CIS has significantly increased the number of volunteers and partners working in the schools to support students.

CIS Impact Highlights (2015-2018)

- Average number student cases managed annually: 200
- Total number of parents/guardians participating: 1,626
- Total number of hours of Tier I supports: 5,830

- Total number of hours providing intensive case management: 4,333

Early Implementation and Impact Evaluation Highlights

- CIS model is being implemented with fidelity.
- Students receiving case management from CIS, reported significantly stronger relationships with teachers and higher levels of school belonging and engagement than matched comparison students.
- Students receiving case management from CIS were less likely to have had one or more in-school suspensions.
- Students receiving case management from CIS had fewer hours of in-school suspension and fewer total days of out-of-school suspension when compared to matched comparison students.

FSCS Grant Period Activity: As OnTrack Greenville moves from its pilot period into its next stage of implementation (beginning in Fall 2020), FSCS grant funding will underwrite CIS services across all three Tiers in all four school sites:

Tier 1 (school culture and engagement): Four two-hour events per OnTrack Greenville school per year focused on improving school culture, engaging families, etc. These events target the entire school population, including students, families, and administration, a target population of well over 4,500 individuals (including approximately 2,200 students with at least one family member per student)

Tiers 2 & 3 (case management): CIS will provide these more intensive supports to 10% of each school's total population, with each SSS carrying a case load of up to 30 students. Based on 2018 data, that results in more than 4,000 case management hours per year to 200 students and at least 200 parents or family members per year during the grant period.

Greenville County Schools (GCS)

GCS is the largest school district in South Carolina, and the 44th largest district in the nation. From the beginning of OnTrack Greenville, GCS was more than just the LEA and implementation site for the project; it was also an implementation partner, overseeing an intervention called Teen Leadership. Developed by the Flippen Group, the Teen Leadership (rebranded as LeadWorthy in 2018) course is implemented only where the research-based Capturing Kids' Hearts school culture model is already being practiced, as is the case in the four high-need OnTrack Greenville schools.

In the first year of implementation (2016-17), the first four units of the Teen Leadership nine-unit curriculum was offered. Students' response to the class was so overwhelmingly positive, beginning with the 2017-18 school year, the rest of the curriculum subdivided, and two new courses were formed. Students may take three courses during their time in middle school, building their leadership skills as they prepared to transition to high school: "Foundational Teen Leadership," "Responsible Teen Leadership," and "Visionary Teen Leadership."

The courses build personal responsibility and leadership skills through community service, project-based assignments, and field trips. Students' progress toward targeted skills is routinely assessed throughout the semester through activities such as writing and delivering speeches and journal writing. Early evidence suggests the course is improving students' development of a healthy self-concept and sense of personal responsibility.

In the initial year of OnTrack Greenville, to ensure model fidelity of the Early Warning and Response System, OnTrack Greenville funded a full-time position to facilitate the Early Warning Response System Teams. The position is titled, "Mental Health Specialist" and they are responsible tracking school-wide data to look for trends, and facilitate three weekly Early

Warning and Response team meetings to match resources to students and their families. The Mental Health Specialists are assisted by the pre-existing Mental Health Therapists who are employees of the Piedmont Center for Mental Health and Greenville Area Mental Health. They respond to the critical need for mental health supports for OnTrack Greenville students, who because of poverty and other factors are at high-risk for demonstrable effects from Adverse Childhood Experiences (ACEs).

GCS Impact Highlights (2015-2019)

- 30% of students participate in Teen Leadership classes (2,349 students, a figure that reflects total enrollment during the reporting period and may include duplicate counts for students that took more than one course)

Early Implementation and Impact Evaluation Highlights

- Teen Leadership course is being implemented with fidelity
- After completing the Teen Leadership course, students' relationships with peers had improved, they had greater social competence, and their confidence in their public speaking skills improved

FSCS Grant Period Activity: As the program site and key collaborator for this FSCS-funded project, GCS will continue to serve a key partner for OnTrack Greenville during the grant period. GCS's role in data collection, as well as providing key staff supports and the Teen Leadership curriculum, is projected to continue throughout the grant period.

BellXcel

BellXcel (formally, Building Educated Leaders for Life), prevents the summer academic slide, and eases 6th grade transition by providing a free six-week, full-day immersive summer learning experience for 240 rising sixth graders and 60 rising 7th graders in the OnTrack schools.

BellXcel combines academic instruction with fun hands-on enrichment activities, field trips, college tours, mentorship, and community service projects. Transportation, breakfast, and lunch are provided at no cost. The program is designed to increase academic achievement, develop social-emotional skills, increase self-confidence, and ensure students enter sixth grade prepared and ready to excel exists to transform the academic achievement, self-confidence, and life trajectories of children living in under-resourced communities.

For 25 years, BellXcel has worked to close the academic achievement gap by delivering high-quality, evidence-based summer and after-school learning interventions in partnership with schools, school districts, and community organizations across the United States. BellXcel first came to the Carolinas in 2009 and currently has active summer partnerships in Greenville, SC and Charlotte and Durham, NC. It is the largest provider of out of school learning and has programs in over 150 communities in 34 states.

During the summers of 2017 and 2018, BellXcel enrolled 480 of the most at-risk rising sixth graders in the OnTrack schools. Each student received 165 hours of instruction over the six-week summer program. One hundred percent of participating teachers reported that students increased their self-confidence, and 94% of students' parents said the students enjoyed their learning experience.

BellXcel Impact Highlights (2015-2018)

- Scholars Impacted to Date: 911
- Summer 2017: 80% average daily attendance, two months average learning gain in Math and Reading

Early Implementation and Impact Evaluation Highlights

- BellXcel model is being implemented with fidelity

- BellXcel scholars attending at least 80% of the program were significantly less likely to be chronically absent

FSCS Grant Period Activity: Although it will not be funded through this FSCS grant, matching funds will sustain BellXcel as a key OnTrack Greenville implementation partner throughout the grant period, leveraging public investment in the work of CIS by providing 300 students with high quality summer programming that aligns with the Community Schools model.

Prisma Health/Bradshaw Institute for Community Child Health & Advocacy

Prisma Health (formerly Greenville Health System/Greenville Health Authority) is a private not-for-profit academic healthcare delivery system that engages in clinical care, education, and research. Through innovative education and prevention programs, clinical research, academic partnerships, and best practices, the Bradshaw Institute for Community Child Health & Advocacy, part of Prisma Health Children's Hospital, has implemented School-Based Health Centers (SBHCs) in the OnTrack Greenville middle schools.

The Bradshaw Institute focuses on four main goals: increasing access to health care for children and families; creating healthier and safer communities; enhancing health literacy through high quality health promotion programming, and becoming a best practice leader in community child health and advocacy. The SBHCs are integrated into each school and provide healthcare services to the student related to non-emergent care, treatment of acute illness, e-prescribing prescriptions, administration of over-the-counter medications, nutrition counseling, and health prevention and illness care education. The SBHCs also provide referrals for other services, such as mental health and dental care. Prisma Health is implementing the Primary Care Model in which a Nurse Practitioner and a Registered Nurse staff the SBHCs. With the support

of telemedicine equipment, the SBHC team ensures that students have access to medical services every day school is in session.

In addition to health services, the Bradshaw Institute is providing significant school health promotion activities to educate and move to action all of the students in the OnTrack Greenville Schools. The Hallways2Health program is teaching students every month on a variety of child health related topics including healthy nutrition, physical activity, mindfulness, good hygiene, healthy relationships and more. To date, an average of 500 students a month across all On Track Greenville schools actively participate in Hallways 2 Health programming.

The School Based Health Centers (SBHC) have also responded to the needs of families by adding sports physicals to their list of services. In order to participate in school sports, students are required to have a current sports physical on file. Medicaid only provides one free physical a year. Sports physicals provided by other carriers can be cost prohibitive, and the coordination and transportation required can also be barriers for parents and students.

Therefore, beginning in 2016, the SBHCs provided free sports physicals in the OnTrack Greenville schools. More than 270 free sports physicals were completed for the 2017-18 academic year which led to the creation of new sports teams and significantly higher rates of participation in sports.

Studies have shown that participating on a school team has positive impact on academic performance, and is associated with decreased high school dropout rates. Not only are students better off for participating in sports, it is also a way for the SBHC to connect with families, build relationships with more students, identify potential health concerns, and connect students to appropriate care.

Prisma Health Impact Highlights (2015-2018)

- 1,714 students seen in 1101 visits

Early Implementation and Impact Evaluation Highlights

- The School-Based Health Center is being implemented with fidelity to the model
- 97% of student visits to the SBHC resulted in students returning to class

FSCS Grant Period Activity: In 2018, the Bradshaw Institute for Community Child Health & Advocacy received a \$3.8 million grant through Prisma Health's Healthy Greenville 2036 program to sustain the SBHCs in the OnTrack Greenville schools and provide other supports to the OnTrack Greenville program. That funding will leverage any FSCS grant money to sustain the work of the SBHCs in each of the four school sites.

c. OnTrack Greenville Evolution: Scaling Greenville's Community Schools model

The 2018-19 academic year represents the fourth year of OnTrack Greenville's initial five-year pilot. In four years, the leveraging of resources, knowledge, and partnerships has resulted in services and impacts that exceed far beyond the initial vision. As a result of the intentional partnership design, data-centered learning and evaluation, and identification of additional needs and resources, the following have been scaled or initiated as a result of the OnTrack Greenville pilot which began in 2015 in the four schools:

- The Early Warning and Response Data system piloted in the OnTrack Greenville Schools was made accessible in 2016 and is now being used by all schools in the district.
- The Early Warning and Response Team model, renamed "OnTrack Team" began being scaled in 2017-18 to ten schools, 2018-2019 to 36 new schools, and in 2019-2020, over 40 schools. By academic year 2020, all schools will have a functioning OnTrack Team to identify students with the greatest needs.

- Through leveraged funds from the Greenville Health Authority, the Prisma School-Based Health Center scaled beginning academic year 2019 to the primary high school that Tanglewood Middle School students feed into, Carolina High School and Academy. Carolina has the highest poverty rate and lowest graduation rate in the district.
- Through leveraged funds from the Greenville Health Authority, the Prisma School-Based Health Center, beginning academic year 2020, scaled health promotion activities to primary feeder schools in the White Horse Crescent feeding to the OnTrack Greenville middle schools.
- Through leveraged funds from Prisma Health's Healthy Greenville 2036 grant program, Communities In Schools scaled by adding one Student Support Specialist to Carolina High School and Academy and three elementary feeder schools.
- Reviewing data uncovered 400 rising 7th graders in the OnTrack Greenville Schools did not have the state-mandated TDap vaccination. For low-income students, this likely meant they would miss the first week of school due to this requirement. Further, our local health department, where students would go for the vaccination had a month waiting list. Therefore, Prisma Health worked with 10 different state and local partners, including the South Carolina Department of Health and Environmental Control, to provide free TDap vaccinations at the back to school nights at the beginning of 2019. This was such a great success, Prisma partnered with the school district to provide the vaccinations to all sixth graders not immunized with TDap at school in March and April 2020. This incredible example of partnership, as a result of OnTrack Greenville's efforts to building communication, learning, and partnership, is addressing a state-wide public health issue and aiding absenteeism by removing a barrier to school attendance.

- After the first year of OnTrack Greenville through data discovery, and communication, Prisma Health realized the work of Adverse Childhood Experiences (ACEs) and the Trauma-Informed Schools model could aid schools in creating more trauma-sensitive school cultures to better support students. As a result, using leveraged funds from the Prisma Health Healthy Greenville 2036 grant program, a Trauma Coordinator was hired in 2018 to implement trauma-informed and restorative justice practices in the OnTrack schools. It is being viewed as a model to replicate in all schools in the district.

These are just a few examples of how the initial pilot of OnTrack Greenville has leveraged additional financial support and partners to scale and expand the impact. As a result, the OnTrack Greenville leadership team and partners are deeply committed to, and immersed in, planning for the next iteration of OnTrack to extend for an additional five years and beyond. This includes actively mapping out where to scale interventions and a long-term governance structure and a framework to support further scaling past the five-year mark, responding to recommendations based on the most current evaluation results available through the project's comprehensive evaluation plan (see Section VI below).

Funding from the Full Service Community Schools Program will support the continuation and improvement based on learning and evaluation of Communities In Schools' work as part of a multi-faceted strategy for sustained funding and scaling. This includes exploring what the program will look like at our four pilot sites, as well as how the full model or components can be scaled to benefit more students. As mentioned above, most OnTrack Greenville components have expanded to Carolina High, the school to which most of the Title I middle schools involved in the project feed, and Communities In Schools has secured additional

funding to add services in the elementary schools that feed into the OnTrack sites. Funding will allow for further embedding, measuring, and evaluating the work of Communities In Schools.

IV. RESOURCES

a) Commitment of Partners and Track Record of Success

OnTrack Greenville is the first collective impact initiative of this magnitude ever embarked upon in Greenville County, and requires the long-range commitment of all of the partners, demonstrated in an 18-page Partnership Agreement (see Appendices), common vision and values, and a commitment to actively participating not only in service delivery through the Community Schools model that OnTrack Greenville embodies, but also the extensive requirements of the multi-model evaluation plan that is instrumental to the program's success and replicability. Annual contracts also bind the implementation partners through the program (see Appendices). A five-year Process Evaluation is accompanying the Impact Evaluation (see Section VI) to track and measure the success of the partnership. This evaluation has measured a deep and shared commitment of partners to OnTrack Greenville, documented growth in trust and relationships, and documented positive culture change of partners; all contributing to the evidence of the strength of the partnership.

The preliminary outcomes outlined in Section III of this proposal show that OnTrack, even in its early years of implementation, is having a demonstrable impact on the students and families served at the four school sites. With GCS seeking to scale elements of the OnTrack model to other schools in the District, the program has the potential to transform the school culture and outcomes for Greenville's most under-resourced communities, including "look-alike" schools that are serving high poverty neighborhoods where community school strategies are most needed

and most impactful. In Greenville, that would include schools serving more rural areas that are socially and geographically isolated from the resources of Greenville’s municipal centers.

b) Costs and Shared Investment

The annual budget for OnTrack is approximately \$2 million, with the vast majority of costs (72%) directed to the implementation partners for their work in the schools. Evaluation (14%) is the second largest cost center. Nine percent of project costs related to coordination and management—the work of the three-person OnTrack Greenville team to oversee the largest collective impact initiative in Greenville’s history.

In its initial phase, OnTrack has leveraged more than \$9 million in public and private funding, which includes the initial \$3 million Social Innovation Fund (SIF) grant along with \$6 million in matching funds from local investors including the United Way of Greenville County and a cohort of local private foundations that are deeply invested in the success of OnTrack Greenville as a model for addressing systemic inequalities in economic mobility in Greenville County by improving educational outcomes for under-resourced youth. New investment is helping to provide sustainability beyond the initial SIF funds; for example, Prisma Health has made significant, multi-million investments to support the continued work of the School Based Health Centers, as well as expanded services by Communities In Schools in the OnTrack feeder elementary schools.

The shared investment by the project partners goes far beyond direct financial investment or creative strategies to engage new funding partners. A perfect example relates to a new, district-wide commitment to adopting the Compassionate Schools model that emphasizes not only academic progress, but also the critical importance of social-emotional learning to child well-being. This expansion of activity emerged out of a collective response to insights from

participating schools. In the words of one OnTrack principal during an Implementation Partner meeting: “We come to school every single day and work as hard as we possibly can to help our students succeed, but we know the situations they are dealing with at home are preventing them from achieving those goals.” Team members from Prisma Health recognized that expanding strategies to illuminate the impacts of Adverse Childhood Experiences and address them through the Compassionate Schools model would be an additional way that the health system could help school staff understand how childhood trauma and toxic stress impact the brain development of students and the impact they have on learning, behavior, and health.

As a result, Prisma Health’s Bradshaw Institute paid for the principals and entire faculty at the OnTrack schools to attend Compassionate Schools training. The health system is also funding a new position in Greenville County Schools called the “Trauma Informed Specialist.” This person is working with school leaders and administration to design a compassionate schools plan for each school that includes the infusion of trauma-informed practices to aid in transforming discipline practices, instructing staff on mindfulness practices, stress management and self-care. The Trauma Informed Specialists has developed a Trauma Informed Professional Development series that has included training in Multi-Tiered System of Supports (MTSS), Recognizing At Risk Students (RARS), Restorative Justice, Social-Emotional Learning (SEL), and linking schools to community resources.

These and other impacts of OnTrack Greenville and the complex effects it is having on the overall direction that Greenville County Schools is taking when considering the needs of the whole child—and their families—demonstrates both a long-term commitment to the project and the value of the shared investment that it represents from the District, the United Way of Greenville County, implementation partners, and funding partners.

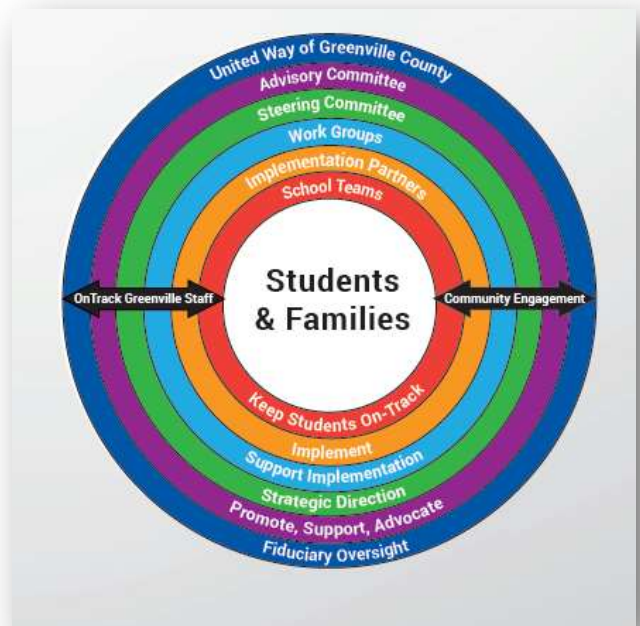
V. MANAGEMENT PLAN

OnTrack is governed by a comprehensive Partnership Agreement that outlines the vision and shared values for the project, which puts students and families at the very center of the operational model. There are individual contracts between each of the four implementation partners and the United Way of Greenville County, in its role as fiscal agent and backbone agency for the project (included in the Appendices). In addition, some implementation partners have separate contracts/MOUs with Greenville County Schools for work that they do at additional sites, including Communities In Schools (included in the Appendices).

a. Responsibilities

United Way of Greenville County:

Having a “backbone” organization is one of the “Five Conditions” of the collective impact model. The role of the backbone is to provide support infrastructure to ensure the collective impact effort maintains momentum and creates impact. In OnTrack Greenville, United Way of Greenville County serves as the backbone, with three staff working as the backbone. With a “birds-eye” view of the initiative, the backbone is the “connective tissue” among all partners. Backbone support is critical to the overall sustainability and success of OnTrack Greenville. The Backbone is part of a larger shared leadership model that governs and supports OnTrack Greenville.



Advisory Committee: The Advisory Committee is comprised of influential leaders who advocates for OnTrack Greenville at the higher levels of community, region, and state leadership. They champion the effort through their respective networks and channels of influence, advocate for necessary systems change and support long term sustainability, including resource development and policy change. In addition, they identify opportunities to link economic development, corporate, and education strategies/investments/plans. The Advisory Committee meets twice a year.

Steering Committee: The Steering Committee comprised of the key OnTrack stakeholders including staff from Greenville County Schools, United Way of Greenville County, Philanthropy, and OnTrack Greenville, define and steward the strategic vision and direction of OnTrack Greenville. The Steering Committee fosters and ensures a strong partnership between stakeholders, provides strategic direction on immediate priorities, as well as, longer term goals, and ensures all the various OnTrack Greenville stakeholder activities are on purpose, moving toward desired results. The Steering Committee meets quarterly or during times of visioning and planning, they meet monthly.

Work Groups: Four work groups perform strategic work to support the on the ground implementation. Work groups represent the current needs of the initiative, and leverage the expertise of stakeholders, partners, and experts to support the implementation and vision for OnTrack Greenville. In addition, the work groups increase the capacity of organizations in the initiative and align resources for the sustainability and full realization of the vision for OnTrack Greenville. The four work groups are: Communications, Community and Parent Engagement, Measurement and Performance, and Sustainability.

Implementation Partners: The Implementation Partners lead the on-the-ground, programmatic implementation of OnTrack Greenville to ensure results for students. Responsible for ensuring success, problem-solving, alignment, and achievement of outcomes. The group is group is comprised for the four Principles of the OnTrack Greenville schools, key school district staff including the Director of Accountability and Assistant Superintendent for Middle Schools, key partner staff including the Executive Directors of Communities In Schools, Prisma Bradshaw Institute, BellXcel, Riley Institute Evaluation staff, and OnTrack Greenville staff. The Implementation Partners meet monthly and the meetings are focused around accountability, problem-solving, alignment, and achievement of outcomes. In addition, the partners work to determine best path for reaching goals, maximizing results for students, increasing respective partners' capacity, setting a model for larger collaborative, and evolve approaches that can be replicated, scaled and sustained.

OnTrack School Teams (Early Warning and Response Teams): The school-level Early Warning and Response teams are where the “rubber meets the road.” Each OnTrack Greenville school has three teams, one for each grade level, that meets weekly to follow the OnTrack process and protocols to address the needs of the whole child. The team is facilitated by the Mental Health Specialist and includes key school and partner staff including: the school counselor, social worker, school administrator, and grade level team leaders. The team follows a collaborative, problem-solving team process utilizing student data in GCSource, identification of root causes of students' challenges, and timely, customized interventions to keep them on track to graduation - following our theory of change: “Right student, at the right time, with the right intervention.”

b. Timeline and Key Milestones

When mapping out the next five years of work for OnTrack Greenville, particularly in regards to what that we want to achieve through this FSCS grant opportunity, it is helpful to understand the program timeline through the pilot and subsequent implementation phases, both in terms of direct service and evaluation.

Academic Year	SIF Grant Year	FCSC Grant Year	Program Year
2014-15	1		
2015-16	2		1
2016-17	3		2
2017-18	4		3
2018-19	5		4
2019-20	6	1	5 (end of pilot)
2020-21		2	6
2021-22		3	7
2022-23		4	8
2023-24		5	9

Time Frame	Milestones
Summer 2019 OnTrack Greenville Year 4	Implementation: BellXcel Camps BellXcel will implement a six-week summer program at three middle school sites for 240 rising 6th graders and 60 rising 7th graders. Using leverage South Carolina state funding, Bell will launch three-week summer programs for 100 elementary students, who attend schools that feed into the OnTrack Greenville schools. Evaluation: Interim Evaluation Findings Report to Community and Final Report submitted to the Social Innovation Fund (SIF) to close-out SIF grant.
Fall 2019- Spring 2020	Implementation: Weekly OnTrack/EWRS team meetings; CIS, GCS, SBHC services.

<p>OnTrack Greenville Year 5 FSCS Year 1</p>	<p>OnTrack Team Meetings: Four Mental Health Specialists with facilitate ten OnTrack teams will meet weekly following the protocol to match off-track students to interventions.</p> <p>Communities In Schools: Ten Student Support Specialists will work directly with 200 case managed students and families, as well as coordinate and implement school-wide (Tier I) and group meetings with students (Tier II).</p> <p>Greenville County Schools: Four Teen Leadership teachers will teach multiple sections of the three levels of Teen Leadership targeting at least 150 students at each school, many of whom need additional support and leadership development, as identified in the early warning and response system.</p> <p>Prisma Health School Based Health Center: Five fully functional School Based Health Centers will operate with two Nurse Practitioners, and two Registered Nurses, one Medical Director, and several support staff to serve over 1,130 students providing acute medical care, trauma screening, sports physicals, immunizations, and other services.</p> <p>Evaluation: OnTrack Greenville Pre-Survey administered in October 2019 and Post-Survey administered in May 2020. Impact analyses for AY 18-19 conducted December - March and reports available in April 2020.</p> <p>Stakeholders agree on long-term framework and five-year scaling plan of OnTrack Greenville.</p>
<p>Summer 2020 OnTrack Greenville Year 5 FSCS Year 1</p>	<p>Implementation: BellXcel Camps</p> <p>Continue Implementation</p> <p>Evaluation: Interim Findings Evaluation Report to Community</p>
<p>Fall 2020- Spring 2021 OnTrack Greenville Year 6 FSCS Year 2</p>	<p>Implementation: weekly EWRS team meetings; CIS, GCS, SBHC services</p> <p>Evaluation: OnTrack Greenville Pre-Survey administered in October 2020 and Post-Survey administered in May 2021. Impact analyses for AY 19-20 conducted December - March and reports available in April 2021.</p> <p>Stakeholders and Partners implement year one of scaling plan.</p>
<p>Summer 2021 OnTrack Greenville Year 6</p>	<p>Implementation: BellXcel Camps</p>

FSCS Year 2	Evaluation: Final OnTrack Greenville Evaluation Report to Community and Disseminated Nationally for pilot implementation period (2015-2020).
Summer and Academic Years: 2021-22, 2022-23, 2023-24 OnTrack Greenville Years: 7, 8, & 9 FSCS Years: 3, 4, & 5	Implementation: BellXcel Camps, CIS, GCS, SBHC services Evaluation: Ongoing data collection, data analysis, and reporting. Stakeholders and partners implement years two, three, and four of scaling plan.

c. Key Project Personnel

As a collective impact initiative, OnTrack Greenville uses a shared management model that engages staff members from each of the implementation partners as well as the evaluation team. Although not listed here, the school principals and school-based OnTrack Greenville teams also play a critical role in program development, implementation, and evaluation. The leadership team members listed below have all been involved with OnTrack Greenville since its inception, and in addition to their professional expertise, bring to their project a deep knowledge of and commitment to the program's vision. The Appendices provide detailed resumes for each of the OnTrack Greenville staff members housed at the United Way of Greenville County, along with bios for each of the leadership team members listed below.

OnTrack Greenville (United Way of Greenville County)

These full-time, program dedicated staff members work in partnership with the organizational leads listed for other organizations as aligned with the partnership model outlined above.

Tobi Kinsell, *OnTrack Greenville Director*

Kate Méndez, *OnTrack Greenville Grant Accounting and Compliance Manager*

Sabrina Miller, *OnTrack Greenville School and Community Manager*

Greenville County Schools

Dr. Jason McCreary, *Director of Accountability & Quality Assurance*

Dr. David McDonald, *Assistant Superintendent of Middle Schools*

Jennifer Driscoll, *Data & Quality Specialist*

Communities In Schools

Kim Mahaffey, *COO and Project Director*

Megan Remaley, *Director of Field Management*

Bradshaw Institute for Community Child Health & Advocacy (Prisma Health)

Dr. Kerry Sease, *Medical Director*

BellXcel

Drew Adams, *Director, Partner Impact*

Evaluation Partners

The Riley Institute: Tracy Waters, *Lead Evaluator*

Results Craft, LLC: Jennifer (J.) Nelson-Weaver, DrPH, *Lead Evaluator*

VI. EVALUATION

The Social Innovation Fund, which provided seed funding for OnTrack Greenville in 2014, required that each grantee engage in rigorous third-party evaluation in order to identify which innovative evidence-based programs and interventions work to solve the country's most intractable problems, as well as to make them work for more people. As we move forward into the design of "OnTrack 2.0" that will extend and expand program impact after the 2019-20 academic year and the end of our SIF grant, the project partners recognize that the evaluation model will certainly evolve. Any grant received through the FSCS program would extend into this second phase of implementation.

OnTrack Greenville's initial 's five-year evaluation, designed for the pilot phase, was designed to increase the evidence level of each implementation partner's intervention model, while also:

- Building evidence for the entire initiative;
- Actively engaging partners in real time evaluation for learning, course correction and improvement; and
- Holding the partnership accountable to fulfill the values of the partnership.

No evaluation of this depth and magnitude has been conducted in the community to measure program models or initiative impact. Three forms of evaluation are being conducted that contribute to the evaluation rigor:

- **Implementation Evaluation** measured whether the intervention was being implemented with fidelity to the model and provides ongoing feedback to help partners improve their implementation efforts. The Implementation Evaluation was conducted by subcontracted evaluators (RTI International, Clemson University, and SERVE Center at UNC Greensboro) who work in tandem with the Riley Institute at Furman University, was completed in 2018, and has been used to refine the program implementation plan in Program Years 4 and 5.
- **Impact Evaluation** includes a study of the entire initiative, as well as each intervention model's impact on student attendance, behavior, and course performance against the target metrics identified for the pilot. In addition, researchers are studying each intervention's impact on model-specific secondary outcomes, such as social-emotional development, self-confidence, and school engagement. The Impact Evaluation is conducted by the Riley Institute at Furman University.

- **Developmental Process Evaluation** complements the Impact and Implementation Evaluations by tracking the development of the partnership, changes taking place with OnTrack Greenville leaders and with leaders in the participating schools, and documenting the collaborative process between stakeholders. The Developmental Process Evaluation is being conducted by Results Craft, LLC and captures important lessons and the critical components of success.

The evaluation timeline for the pilot phase of OnTrack Greenville is summarized below.

Grant Year	Academic Year	Programmatic Year	Evaluation Type Implementation= IP Impact =I Process = P			Evaluation Reporting	Actions
			IP	I	P		
1	2014-2015						Award, Infrastructure, and Implementation
2	2015-2016	1	X	Base-line	X		Infrastructure, Pilot, Baseline data collection, Partnership building, Implementation learning
3	2016-2017	2	X	X	X	2018	Full Implementation, Learning, Course Correction

4	2017-2018	3	X	X	X	2019	Full Implementation Learning, Course Correction, Scale
5	2018-2019	4		X	X	2020	Full Implementation, Subgrantee Continuation, Learning, Scale
6	2019-2020	5		X	X	2021	Full Impact – Goals Reached at end of AY 2020

The following provides a detailed overview of the evaluation plan for the pilot phase of OnTrack Greenville, which will conclude at the end of the 2019-20 academic year.⁵ While we anticipate that some elements of this plan will continue beyond the pilot phase, the specifics of that plan will be determined based on outcomes and needs (targeting those indicators that are most helpful in improving service delivery), and securing required funding for the continued engagement of outside evaluation partners. Regardless of the scope of third-party evaluation, however, all implementation partners, including Communities In Schools, have their own extensive internal evaluation methods and outcome targets. These will feed into a summary evaluation report that will be shared with stakeholders and the public and used to adjust program activities and interventions in the OnTrack 2.0 model.

⁵ Year 1 for this FSCS grant.

IMPLEMENTATION AND IMPACT EVALUATIONS (The Riley Institute)

Methods

This current evaluation uses quasi-experimental methods to examine the effect of participation in OnTrack Greenville and specific implementation partner interventions. Researchers use nearest neighbor propensity score matching to estimate the effect of participating in OnTrack Greenville programs on students at the treatment schools. Matching techniques are popular in observational education research when a Randomized Control Trial (RCT) is not feasible, and previous research has found that the results from matching can replicate RCT results if a number of assumptions are met (Bifulco, 2012; Cook, Shadish, & Wong, 2008; Fortson, Verbitsky-Savitz, Kopa, & Gleason, 2012).⁶

The evaluation compares treatment students to three different comparison groups. First, treatment students are matched to other students attending OnTrack Greenville middle schools who did not participate in an OnTrack Greenville intervention. This is the “treatment school” comparison group. A second matching procedure compares treatment students to four other Greenville County public school students who did not attend OnTrack Greenville middle

⁶ Bifulco, R. (2012). Can Nonexperimental Estimates Replicate Estimates Based on Random Assignment in Evaluations of School Choice? A Within-Study Comparison. *Journal of Policy Analysis and Management*, 31(3), 729–751. <https://doi.org/10.1002/pam.20637>

Cook, T. D., Shadish, W. R., & Wong, V. C. (2008). Three conditions under which experiments and observational studies produce comparable causal estimates: New findings from within-study comparisons. *Journal of Policy Analysis and Management*, 27(4), 724–750. <https://doi.org/10.1002/pam.20375>

Fortson, K., Verbitsky-Savitz, N., Kopa, E., & Gleason, P. (2012). Using an Experimental Evaluation of Charter Schools to Test Whether Nonexperimental Comparison Group Methods Can Replicate Experimental Impact Estimates. NCEE 2012-4019. National Center for Education Evaluation and Regional Assistance. Retrieved from <https://eric.ed.gov/?id=ED531481>

schools. This is the “district school” comparison group. Lastly, a third matching procedure compares the treatment students to public school students who attend Title I schools across the state of South Carolina. This is the “state school” comparison group.

Researchers use internal program records from OnTrack Greenville interventions to generate a total pool of students who received services each academic year. Then, researchers limit inclusion in the treatment group to students in the treatment schools who met the following parameters: 1) the student’s parent(s)/guardian(s) agree to their child participating in the study, and 2) students received a minimum dosage of treatment services during the academic year.

In order to estimate the true effect of participation in the OnTrack Greenville interventions, researchers consider the observed and unobserved factors that may have affected participation in the program and the outcomes of interest. This “first-stage” regression model will include race, gender, free and reduced meal status, special education status, English proficiency, grades, average daily attendance, student behavior measures (i.e., if the student had an in-school suspension, out-of-school suspension, or any other type of discipline incident), and a variety of standardized test scores covering multiple subjects. Researchers pull data for each of these variables from the academic year prior to student participation in the OnTrack Greenville intervention to ensure that the data are not affected by program participation.

Researchers estimate a logistic regression using these covariates to produce a predicted probability of receiving treatment for each student separately for the treatment school group, district school group, and state school group. After creating propensity scores, treatment students are matched to comparison students. Like the estimation of the propensity scores, the matching of students occurs independently for each comparison group. Each treatment student is matched to five comparison students.

Measures

Socio-Demographic Variables and Covariates

The following socio-demographic variables are used for propensity score matching and as covariates in impact and outcome analyses: (1) poverty status, (2) race, (3) gender, (4) English proficiency, and (5) disability status.

Poverty status. Student poverty status is measured through free and reduced meal eligibility. As determined by the National Free Lunch Program, students with a family income at or below 130% of the poverty threshold are eligible for free meals, while students with a family income between 130% and 185% of the poverty threshold are eligible for reduced meals (United States Department of Agriculture, 2015⁷). Despite the known limitations for using free and reduced meal eligibility as a proxy for poverty status (Harwell & LeBeau, 2010⁸), this measure is tracked easily by the Greenville County Schools and was readily available for use. Using free and reduced meal eligibility, researchers categorized students as “eligible for free meals or reduced meals” or “not eligible for free or reduced meals.” Data on student free and reduced meal eligibility is accessed through district administrative records.

Race. There are four categories of student race: “African American,” “Caucasian,” “Hispanic,” and “Other.” Student race is accessed through district administrative records.

Gender. There are two categories of student gender, “male” and “female.” Student gender is captured in district administrative records.

⁷ United States Department of Agriculture. (2015). Child Nutrition Programs: Income Eligibility Guidelines. Federal Register, 80(61), 17026 – 17027.

⁸ Harwell, M., & LeBeau, B. (2010). Student Eligibility for a Free Lunch as an SES Measure in Education Research. Educational Researcher - Michael Harwell, Brandon LeBeau, 2010. Retrieved from <http://journals.sagepub.com/doi/abs/10.3102/0013189X10362578>

English proficiency. There are two categories of English proficiency, “English language learners” and “non-English language learners.” Student English proficiency is accessed through district administrative records.

Disability status. The South Carolina Department of Education (SCDE) defines child disability status in accordance with the Individuals with Disabilities Education Act (IDEA) as “having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.” In this study, students are categorized as having “no identified disability” or having at least one “identified disability.” Student disability status is accessed through district administrative records.

Independent Variables

Treatment. The treatment group consists of all students in treatment schools who meet the following parameters: 1) the student’s parent(s)/guardian(s) agree to their child participating in the study, and 2) the student receives services from an OnTrack Greenville implementation partner.

Confirmatory Impact Variables

Average daily attendance. This measure of school attendance is a calculation of the number of days of school attended divided by the number of days of school enrolled.

Chronic absenteeism. Chronic absenteeism occurs when a student is absent more than 10% of the academic year, including both excused and unexcused absences. At the school level, the number of chronically absent students is often more telling than the average daily attendance rate, as a school could boast an acceptable attendance rate and still have a large number of students chronically absent given the distribution of absences (Balfanz & Byrnes, 2012⁹). Though not commonly tracked by school districts, this measure is growing in popularity, especially due to its utility as an early warning indicator (Balfanz, Herzog, & Iver, 2007¹⁰). Chronic absenteeism is a dichotomous categorical variable with students either “chronically absent” or “not chronically absent.”

Behavioral referrals. The primary measure of student behavior is the total number of behavioral referrals per student. The number of behavioral referrals is available in the district dataset. Previous research has found office behavioral referrals to be a meaningful source of data for designing and evaluating behavior interventions (Putnam, Luiselli, Handler, & Jefferson, 2003;

⁹ Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools - SI&A - School Innovations & Achievement. Retrieved from <https://www.sia-us.com/news-and-events/sia-research-articles/the-importance-of-being-in-school-a-report-on-absenteeism-in-the-nations>

¹⁰ Balfanz, R., Herzog, L., & Iver, D. J. M. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. *Educational Psychologist*, 42(4), 223–235.

Sugai, Sprague, Horner, & Walker, 2000¹¹). Gottfredson & Gottfredson (1999¹²) found that the test-retest reliability of office discipline referrals ($r = 0.56$, $p < 0.01$) exceeded that of teacher reports using a behavior checklist ($r = 0.36$, $p < 0.01$). In addition to a student's total number of office referrals, researchers will use a dichotomous categorical variable for student behavioral referrals, with students either having “no behavioral referrals” or “one or more (any) behavioral referral(s).” Greenville County Schools tracks disciplinary referrals in an online Incident Management System (IMS). Researchers access student behavioral data through this system.

In-school suspensions. This measure includes the total number of hours of in-school suspension served by the student within the academic year. The number of hours of in-school suspension was available in the district dataset. In addition, researchers use a dichotomous categorical variable for student in-school suspension in the analysis, with students either having “no in-school suspensions” or “one or more in-school suspensions.”

Out-of-school suspensions. This measure includes the total number of days of out-of-school suspension served by the student within the academic year. In addition, researchers use a dichotomous categorical variable for student out-of-school suspension in the analysis, with students either having “no out-of-school suspensions” or “one or more out-of-school suspensions.”

¹¹ Putnam, R. F., Luiselli, J. K., Handler, M. W., & Jefferson, G. L. (2003). Evaluating Student Discipline Practices in a Public School Through Behavioral Assessment of Office Referrals. *Behavior Modification*, 27(4), 505–523. <https://doi.org/10.1177/0145445503255569>

Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing School Violence: The Use of Office Discipline Referrals To Assess and Monitor School-Wide Discipline Interventions. *Journal of Emotional and Behavioral Disorders*, 8(2), 94–101.

¹² Gottfredson, G. D., & Gottfredson, D. C. (1999). Development and Application of Theoretical Measures for Evaluating Drug and Delinquency Prevention Programs: Technical Manual for Research Editions of What About You (WAY). Ellicott City, MD: Gottfredson Associates.

Math and reading course performance. Data from the SC READY standardized test will measure math and reading course performance. The SCDE began administering the SC READY to students in grades 3 through 8 in Spring 2016. This standardized test serves as the state’s primary measure of proficiency in Math and English/Language Arts. Scale scores are generated individually for each of the subjects. In addition, scores are classified into categories, “exceeds,” “meets,” “approaches,” and “does not meet.”

Secondary Outcome Variables

Students build relationships with caring adults. This construct is measured by two scales, Relationships with Caring Adults (Corrin et al., 2015¹³) and Positive Relationships with Teachers (Corrin, Sepanik, Rosen, & Shane, 2016¹⁴). The six-item Relationships with Caring Adults scale measures the extent to which students related to school personnel and included items such as “At my school there is an adult who really cares about me” and “At my school there is an adult who always wants me to do my best.” Items are scored on a four-point, Likert-type scale ranging from “not true” to “true.” This scale demonstrated strong internal reliability in prior studies ($\alpha = 0.89$) and the current evaluation of OnTrack Greenville ($\alpha = 0.89$).

The eight-item Positive Relationships with Teachers scale measures the perceived relationships of students with their teachers and classmates and includes items such as “Students at my school get along well with teachers” and “My teachers really listen to what I have to say.” Items are scored on a four-point, Likert-type scale ranging from “not true” to “true.” This scale

¹³ Corrin, W., Parise, L. M., Cerna, O., Haider, Z., & Somers, M.-A. (2015). Case Management for Students at Risk of Dropping Out: Implementation and Interim Impact Findings from the Communities In Schools Evaluation. MDRC. Retrieved from <https://eric.ed.gov/?id=ED558497>

¹⁴ Corrin, W., Sepanik, S., Rosen, R., & Shane, A. (2016, June 20). Addressing Early Warning Indicators. Retrieved June 13, 2017, from <http://www.mdrc.org/publication/addressing-early-warning-indicators>

demonstrated strong internal reliability in prior studies ($\alpha = 0.86$) and in the current evaluation of OnTrack Greenville ($\alpha = 0.85$).

Students are more engaged at school. This construct is measured using the School Engagement scale (Rockman et al, 2013¹⁵) and the School Belonging scale (Corrin et al., 2015). The four-item School Engagement scale measured the degree to which a student feels connected to his or her school and education (Rockman et al, 2013). It includes items such as “I like school” and “I participate a lot in class.” Items are scored on a four-point, Likert-type scale ranging from “not true” to “true.” This scale demonstrated strong internal reliability in prior studies ($\alpha = 0.68$) and in the current evaluation of OnTrack Greenville ($\alpha = 0.74$).

The five-item School Belonging scale measures the extent to which a student feels accepted and supported within the school environment (Corrin et al., 2015). It includes items such as “I feel close to people at my school” and “I feel like I am a part of my school.” Items are scored on a four-point, Likert-type scale ranging from “not true” to “true.” This scale demonstrated strong internal reliability in prior studies ($\alpha = 0.84$) and in the current evaluation of OnTrack Greenville ($\alpha = 0.83$).

Students improve their educational self-perception. This construct is measured by two scales, the Academic Perseverance scale and the Academic Self-Confidence scale (Rockman et al, 2013). The six-item Academic Perseverance scale measures having a hopeful outlook on studying and completing schoolwork and includes items such as “I keep doing schoolwork even when it is hard” and “When I study, I set goals for myself.” Items were scored on a four-point Likert-type scale ranging from “not true” to “true.” This scale demonstrated strong internal

¹⁵ Rockman et al. (2013). Student Outlook Survey: Attitudes Toward Learning (p. 15).

reliability in prior studies ($\alpha = 0.79$) and in the current evaluation of OnTrack Greenville ($\alpha = 0.76$).

The six-item Academic Self-Confidence scale measures the ease with which students feel they are learning and includes items such as “Homework is easy for me” and “I understand what we are learning in school as much as my friends.” Items are scored on a four-point, Likert-type scale ranging from “not true” to “true.” This scale demonstrated strong internal reliability in prior studies ($\alpha = 0.75$) and in the current evaluation of OnTrack Greenville ($\alpha = 0.78$).

Students improve their attitude toward learning. This construct is measured by a modified version of the Valuing Education scale (Corrin et al., 2015). Originally, this was a six-item scale measuring a student’s beliefs about the importance of school and included items such as “My education will be valuable in getting the job I want” and “Being a good student is important to me.” Researchers added one additional item on the importance of attending college to make this a seven-item scale. Items are scored on a four-point, Likert-type scale ranging from “not true” to “true.” The original scale demonstrated strong internal reliability in prior studies ($\alpha = 0.79$). In the current evaluation of OnTrack Greenville, the modified scale was tested using exploratory factor analysis with oblimin rotation and was found to have a unidimensional factor structure, as predicted, with strong internal reliability ($\alpha = 0.84$).

Data Collection Activities

The measures used in the impact study for propensity score matching, covariates, independent variables, and primary impact variables are collected routinely by Greenville County Schools using the PowerSchool data management platform. The impact study will draw on student data from both Greenville County Schools and the South Carolina Department of Education.

Researchers will collect data to explore the secondary outcomes via the administration of two electronic student surveys.

Student data from the South Carolina Department of Education. The South Carolina Department of Education (SCDE) mandates the use of PowerSchool and provides districts technical manuals and support to improve the internal reliability of data collected. The SCDE routinely collects and aggregates data from all districts and houses it in the South Carolina Education Data System (SCEDS). The Riley Institute currently has a Memorandum of Agreement with SCDE that dictates the terms and conditions of the transfer of PowerSchool data from SCDE to the Riley Institute, including provisions for maintaining, protecting, and destroying datasets.

Student data from Greenville County Schools. A research and data sharing agreement (RDSA) with Greenville County Schools also will provide secondary data for the study. This data sharing agreement describes (1) the research and information usage terms and conditions; and (2) the purpose and design of the study, including type(s) of data requested, data collection schedule, plan for reviewing and sharing results, and methods of securing and destroying data.

OnTrack Greenville Student Survey. The research team administers the OnTrack Greenville Student Survey to collect data for secondary outcome measurement. Teachers administer the survey to students electronically in October and May of each academic year. The Research Team obtains passive parental permission by sending home an opt-out letter at the beginning of the academic year. Opt-out consent is sufficient, as the survey will not include any identifiable information.

In order to link the survey data to the PowerSchool dataset, researchers create a unique survey ID number for each student who is not opted-out by their parents. Researchers will

maintain a separate database that linked the survey ID numbers with each student's PowerSchool ID number. In preparation for survey administration, the researchers create individual notecards for each student, which include the student's name and unique survey ID. Researchers will organize the notecards in packets by school and teacher and distribute the packets to the schools in-person, along with survey administration instructions, before the survey administration window opens. Teachers pass out the notecards to each student whose parents did not opt them out of the survey (teachers are provided a list of those students who are opted out) and will provide oral instructions on how to complete the survey. To begin, students navigate to the electronic survey on a computer and enter their unique survey ID to link their answers to their PowerSchool data. Students are given permission to opt themselves out of the survey if they decide they do not want to take it. Survey completion takes between 10 and 20 minutes. Following administration, the teacher collects all survey ID cards and returns them to their survey packet. Researchers destroy all of the ID cards.

DEVELOPMENTAL PROCESS EVALUATION (Results Craft LLC)

Methods and Measures

Since October 2015 OnTrack Greenville has been undergoing a developmental process evaluation with the express purpose of providing key stakeholders with data and information that can be used to adapt and improve their collective impact approach throughout the initiative.

The mixed method process evaluation is designed to identify and describe:

1. *What changes, if any, have been made in how leaders in the intervention middle schools engage enhanced services and each other to support students?*
2. *What changes, if any, have the OnTrack Greenville partners and stakeholders made in their individual behavior and how they engage with others?*

3. *What changes, if any, have the OnTrack Greenville partners and stakeholders made in their organizations and the systems in which they function?*

Partners and stakeholders are interviewed annually and surveyed twice a year.

Participant observation and document review are conducted at multiple points each year. Process evaluation findings are regularly shared with initiative staff who use the information to adjust strategies and activities as needed.

Process measures at this point in a collective impact initiative seek to identify and describe what changes are taking place. Respondents are asked to describe changes both in culture (how they behave together and in their own organizations) and in functioning (what are they doing differently in their day to day efforts.)

In the initial phase of process evaluation (shared in February 2018), six factors were identified by partners as strengths and indicators of what the partnership is doing well and that have contributed to the success of OnTrack Greenville.

- **Collaboration:** Student progress over time is supported through specific, regular, data-driven collaboration.
- **Added Supports:** Strong social/emotional and academic supports added at the school level contribute to student success.
- **Empathy and Understanding:** Cross-sector understanding and empathy facilitates collaboration and shared decision-making.
- **Relationships:** Relationships serve as a springboard to change culture and leverage additional resources.
- **Using Data:** Partners tracking sharing and using data together empowers them to learn and adapt.

- **Backbone Leadership:** The OnTrack Greenville backbone support, leadership and strong accountability functions are essential to initiative success.

The process evaluation measures the partners' perceptions of how well they are living out the OnTrack Greenville partnership values. In the last three years, there has been more than a 100% increase in each of these behaviors.

As a result of participation in OnTrack Greenville, partners have reported shifts within themselves and their organizations, which have resulted in widespread changes with organizational and school cultures:



1. Shifting from using broad student data to using actionable data as a basis for specific interventions and resources.
2. Shifting from frequently siloed to collaborative engagement across organizations, systems and sectors.
3. Shifting from a linear understanding of success to a cyclical learning approach that expands impact.
4. Shifting from operating primarily from an organizational or self-centered frame of reference to shifting to and maintaining a student-centered focus.

KEY RESEARCH DELIVERABLES

OnTrack Greenville and its partners are committed to providing a broad spectrum of data and analysis through our multi-faceted research and assessment plan *that has direct impact on program design and service delivery in the short- and long-term.*

Implementation Evaluation: The Implementation Evaluation was conducted during the first three years of OnTrack Greenville to improve the evidence level for each implementation partner's service delivery model and the level of fidelity to that model as delivered in OnTrack Greenville school sites. This evaluation directly impacted the design of OnTrack Greenville's implementation plan, evolving the role of Public Education Partners, which was providing literacy coaching for teachers, from subgrantee and implementation partner to a more advisory role in the collective impact framework.

Impact Evaluation: The Impact Evaluation is capturing a range of information to understand how the interventions of OnTrack Greenville are furthering progress to the three primary goals of the initiative in attendance, behavior, and course performance. Researchers produce annual impact reports for the individual OnTrack Greenville interventions and for the overall OnTrack Greenville Initiative. Reports include a technical report that details the full methodology and statistical analysis of impacts and shorter executive summaries emphasizing the findings, lessons learned, and next steps.

Research deliverables include data and analysis relating to:

- Number of OnTrack Greenville school site students eligible for services and % who receive services (target for grant period: minimum of 40% or 880 students)
- OnTrack Greenville primary metrics (targets are for June 2020 and will be adjusted for subsequent implementation years):
 - % increase in math and English/Language Arts proficiency (goal=25%)
 - % reduction in the level of chronic absenteeism (goal=75%)
 - % decrease in disciplinary referrals and out-of-school suspension (goal=50%)

- Intervention-level metrics:
 - Communities In Schools: # of students/families receiving Tier 1, Tier 2, Tier 3 services; case management hours provided by Student Support Specialists (goal=200 students + at least 200 family members for Tier 2 & 3 supports, plus 4 Tier 1 events/activities per school per academic year)
 - School Based Health Centers: # of student visits; % of students returning to class (goal=95%+ students return to class)
 - Teen Leadership: # of students completing Teen Leadership classes (goal=25-35% of students participating)
 - Summer Programming (BellXcel): # of students participating as BellXcel Scholars (goal=300 students per year)

Developmental Process Evaluation: A deeply participatory process, the developmental evaluation research seeks to learn from the experiences and opinions of initiative participants while system or community changes are being made. Actionable feedback allows partners to adapt strategies at numerous points throughout an initiative, adjusting efforts as needed to maximize goals, and hold stakeholders, and partners accountable to each other.

As OnTrack moves from its pilot phase into subsequent implementation years, rigorous Impact Evaluation, if possible by a third-party evaluator like The Riley Institute, will remain a top priority; data-driven decision making is central to the collective impact model. Because collective impact also depends heavily upon how the project partners work together, Process Evaluation will also continue as a means of ensuring that this powerfully collaborative process is not only serving high-need students and families through the full-service community school

model, but also that the project partners are feeling engaged, supported, and listened to as they seek to transform practices in the largest school district in South Carolina.

IV. CONCLUSION

In its first years of implementation, OnTrack Greenville has had a profound impact on students, schools, the community, partners and stakeholders. Indeed, it has exceeded initial expectations as evidenced by:

- Partners leveraging work, expertise, and impact beyond the intended outcomes;
- The profound “ripple effect” of OnTrack Greenville across the district;
- Scaling of components showing early signs of results; and
- Increased learning and growth from the use of evaluation.

OnTrack Greenville is Greenville, South Carolina’s local strategy for introducing the Full Service Community Schools model to our community. Implementing the FSCS model will take full advantage of our local assets and resources to meet the distinct needs of the students, families, and schools that demonstrate the most need in our growing community.

Our track record in leveraging federal funding to pilot the program demonstrates the project partners’ capacity to use public funds as an impact multiplier for local vision and investment. As OnTrack Greenville moves through its pilot phase and into sustained service to the White Horse Crescent community and Greenville County as a whole, we would welcome the opportunity to work with the Department of Education to expand the evidence for “what works” by building on the initial, promising outcomes of our groundbreaking collaborative work.